

District Curriculum Directors VideoConference

December 8, 2009



APAC Transition Plan

Curriculum/Development Contacts 2009-2010

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Communication Plans

NDE Communication Plan

- Curriculum Directors to email Stephanie & Dave
- Stephanie & Dave will send the information/questions on to the appropriate NDE contact person
- Once a month, the APAC Curriculum Team meets. This team includes Director, Carol Crothers ; Assistant Director, Cindy Sharp; and Assistant Director Annie Davidson, who will be responsible for communicating with the NDE Leadership Team (All NDE Directors, including State Superintendent Keith Rheault, Deputy Superintendent Gloria Dopf, and Deputy Superintendent James Wells).

NING - <http://nvcurriculumdirectors.ning.com/>



NV District Curriculum Directors

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Latest Activity

Edit



Cindy Sharp is attending Stephanie Hartman's event
District Curriculum Directors Team at Videoconferenced Statewide OR NDE Carson City
October 26



Cindy Sharp replied to Stephanie Hartman's discussion 'Depth of Knowledge Discussion Group'
October 26



Cindy Sharp is now a member of NV District Curriculum Directors

Forum

Edit



Depth of Knowledge Discussion Group 1 Reply
Use this forum to discuss issues concerning DOK
Started by Stephanie Hartman. Last reply by Cindy Sharp Oct 26.

+ Start Discussion

View All

Blog Posts

Edit



Welcome to the Nevada District Curriculum Directors NING!
The purpose of this forum is to provide a place for the DCD team to discuss issues, ask questions, and post comments regarding issues in education.
Please bookmark this site and plan on checking in regularly.

Stephanie Hartman

Sign Out

Inbox (1 new)
Alerts
Friends - Invite
Settings

Quick Add...

Ads by Google

Obama & Bernanke's War
Secret War On The Dollar Exposed!

NCCAT-S/SB 389

Presenter

Homa Anooshehpour

Assistant Director for School Improvement

Office of Special Education, Elementary and Secondary
Education, and School Improvement Programs

Objectives of SB 389:

- To create an equitable system of support for Non-Title I schools
- To create a differentiated system of support based on school needs

SB 389 Requirements

In Needs Of Improvement (INOI) Years 1 & 2

- District provides Technical Assistance (TA) to schools INOI
- TA may include assistance in:
 - Analyzing State Assessment data and student work
 - Identifying and implementing professional development
 - Analyzing and revising the school budget

SB 389 Requirements (con't).

In Needs Of Improvement Year 3

- Districts must complete a comprehensive curriculum audit for schools
 - Audit must include: curriculum, instruction, and assessment
 - NDE has developed a set of tools and will provide training

SB 389 Requirements (con't.)

- District will have one year to complete the comprehensive audit
- Results will be provided to NDE and used for school improvement planning

SB 389 Requirements (con't.)

In Needs Of Improvement Year 4

- District is required to develop a district-level plan for each school that is identified as INOI year 4
 - Title I: Districts will develop a plan to restructure the school in accordance with Title I requirements
 - Non-Title I: Districts will develop a turnaround plan for the school

SB 389 Requirements (con't.)

- Restructuring and turnaround plans must include, at a minimum, the results of the comprehensive audit completed in year 3 and the Nevada Revised Statute/Nevada Administrative Code (NRS/NAC) criteria
- Restructuring and turnaround plans must include a consequence from the choices identified in the NAC
- All restructuring and turnaround plans must be submitted to the NDE by June 30

SB 389 Requirements (con't.)

- Specific criteria for restructuring and turnaround plans must be developed in NAC
- General criteria for restructuring and turnaround plans prescribed in the NRS includes:
 - Results of comprehensive audit
 - Measurable goals and objectives
 - Specific action steps
 - A timeline for completion of the plan

SB 389 Requirements (con't.)

In Needs Of Improvement Year 5 and Beyond

- Districts must implement restructuring and turnaround plans
- Restructuring and turnaround plans must be implemented no later than September 30 in the year in which the school is identified INOI year 5 or beyond
- Restructuring and turnaround plans replace the school improvement plans

SB 389 Requirements (con't)

Restructuring and turnaround plans must be refreshed each year and submitted on or before June 30 to the:

- Superintendent of Public Instruction;
 - Department;
 - Bureau;
 - Local Board of Trustees of the school district; and
 - Principal
-
- The NDE will monitor the implementation of all restructuring and turnaround plans in accordance with the NAC

Interim Year Requirements

- 2009-2010 is the interim year
- SST was not assigned to schools INOI year 3
- In 2009-2010, all schools identified INOI year 4 and beyond have been assigned an School Support Team/School Support Team Leader (SST/SSTL) in accordance with NRS requirements
- All SST/SSTLs will complete responsibilities in accordance with NRS requirements and timelines

Interim Year Requirements (con't)

- NDE is in the process of developing regulations regarding:
 - Differentiated consequences for schools INOI year 4 and beyond
 - The requirements for the restructuring and turnaround plans
 - Actions the NDE may take to monitor the implementation of any corrective actions

Nevada Comprehensive Audit Tool for Schools (NCCAT-S)

- The purpose of the NCCAT-S is to assist districts to identify gaps in curriculum, assessment, and instruction in order to design a plan of action that would improve student achievement
- Districts are required to conduct a comprehensive audit of schools that are INOI year 3

NCCAT-S (con't.)

- The NCCAT-S tool consists of three categories:
 - Curriculum and Instruction
 - Assessment and Accountability
 - Leadership
- Each category consists of several indicators; and each indicator is measured by a group of elements

Sample of Indicators

- I. Curriculum and Instruction:
 - 1.1 All instructional staff implements a curriculum that is aligned with the state standards
- II. Assessment and Accountability:
 - 2.1 All instructional staff members use classroom assessments aligned to state content standards
- III. Leadership:
 - 3.1 School leadership develops and communicates a clear, shared vision and mission

NCCAT-S User's Guide

- NDE staff in collaboration with partners from Nevada school districts, WestEd, and the Southwest Comprehensive Center have worked together to create a User's Guide and a set of research-based tools to meet the requirement of SB 389.
- The User's Guide and all NCCAT-S Tools are available at the following link:
http://www.doe.nv.gov/SI_NCCAT.htm

Implementing Depth of Knowledge in the Classroom

Instructional Materials

http://nde.doe.nv.gov/Assessment_CRT.htm

DOK Materials

<http://nde.doe.nv.gov/Assessment.htm>

What is Depth of Knowledge?

DOK measures the degree to which the knowledge elicited from students on tasks (assessments, classroom projects or problems) is as complex as what students are expected to know and do as stated in the state standards.

-- Norman Webb

Purpose of the Alignment Process

- Ensure that the intent of the standard and the level of student demonstration required by that standard matches the assessment items as required under NCLB.
- Has guided Nevada in determining the “essence” of the DOK level for each standard and prioritized strands (indicators, theme, and benchmark) in each content area for the state assessments.
- Has provided a consistent framework across and within content areas for alignment and curriculum purposes.

Where Does DOK Fit into the Big Picture of Aligning Assessments?

There are five aspects of assessment alignment:

1. **Categorical Concurrence** This means that there is a good balance of items per standard.
2. **Depth of Knowledge Consistency** This means that there is a good distribution of items at the various levels of complexity.
3. **Range of Knowledge Correspondence** This means that items on the assessment may have a depth of knowledge level beyond or below what the coded essence is for the state indicators.
4. **Balance of Representation** This means that the objectives under a standard are properly represented.
5. **Source of Challenge** This means the primary essence of the assessment is related to student's knowledge and skill in the content area as represented in the standards per instruction.

Depth of Knowledge is About Intended Outcome Not Difficulty

- DOK is a reference to the **complexity** of mental processing that must occur to respond to a question, perform a task, or generate a product.
- DOK levels can (or cannot) be cumulative: containing DOK 1, DOK 2, and DOK 3 level demands.
- DOK focuses on how **deeply** a student should know the standards of each content at a given grade level based on instruction.

Depth of Knowledge is About Intended Outcome Not Difficulty

- Adding is a mental process.
 - A1 for fact items only.
 - A2 for all other procedures.
- Knowing the rule (algorithm) for adding is the intended outcome that influences the DOK.
 - Once someone learns the “rule” of how to add; $4 + 4$ is DOK 1 and is also easy. (Earlier grades [Grade 3 and 4] set up of the problem pushes item to DOK 2)
 - Adding $4,678,895 + 9,578,885$ is still a DOK 1 but may be more “difficult”.

Nevada Level 1 Descriptors:

Recall and Reproduction

Recall or recognition of a fact and/or information, (definitions, terms, dates, etc.) required to complete a problem or task.

Level 1 Examples

- Which of these is a form of matter? **(Science)**
- Which two words are **homophones** (words that sound the same)? **(Reading)**
- Look at the number below.
6,593
Which digit is in the ones place? **(Math)**

Level 1 Examples (part II)

- Name four periods of classical music. **(Music)**
- Identify one term that is used in both art and language arts. **(Art)**
- Choose the correct punctuation to complete the following sentence: “When did bob get the letter from his grandmother” **(Writing)**
- Identify which foods contain nutrients which are important in the growth and development of healthy bodies. **(P.E.)**
- Identify the purpose of the Constitution. **(Social Studies)**

Nevada Level 2 Descriptors:

Basic Application of Skills and Concepts

Using information, using conceptual knowledge, selecting and/or applying appropriate procedure(s); includes the engagement of some mental processing beyond recalling or reproducing a response; requires a decision as to how to approach a problem or task.

Level 2 Examples

- Diego buys a greeting card that costs \$1.29 . He pays for the card with two \$1.00 bills and receives the correct amount of money as change. Which group of coins could Diego have received as change? **(Math)**
- Which of these is an example of an animal's instinctive behavior? **(Science)**

Level 2 Examples (part II)

- What steps are needed to edit this paper? **(Writing)**
- Read and perform a simple rhythm. **(Music)**
- Explain Nevada's role in the Civil War. **(Social Studies)**
- The author most likely wrote this passage to: **(Reading)**
- Describe how physical, social, and emotional changes occur during preadolescence. **(Health/P.E.)**

Nevada Level 3 Descriptors

Strategic Thinking

Requires reasoning, developing a plan for approaching a problem or task, decision making, justification, and complex thinking.

Level 3 Examples

- Tory drew a regular polygon on a piece of paper. She then bisected an angle of the polygon with a line and extended the line through the polygon. This created two polygons with the properties listed below.
 - The sum of the interior angles in each polygon is 360° .
 - Neither polygon has any pairs of parallel sides.

Which of these could be the original regular polygon that Tory drew? **(Math)**

- In September, Alex observed a dry creek in a wildlife area in northwestern Nevada. In February of the next year, water started to flow in the creek, and a small pond formed in the area. By the end of May, the creek was dry again, and the pond was gone.
 - A Identify one possible natural source of the water that flowed in the creek.
 - B Describe the property of water that most likely changed when the pond disappeared.
 - C Explain how some of the water that had been in the pond could return to the source you identified in Part A. **(Science)**

Level 3 Examples (part II)

- Improvise a simple melody. **(Music)**
- What conclusion can be drawn from these three texts? **(Reading)**
- Develop and defend a personal answer to the question, “What is art?” **(Art)**
- Justify the drafting of the Constitution and the effects on the formation of the new nation. **(Social Studies)**
- Write a letter to convince the editor of Interesting Museum Magazine that your selection would be of interest and include information that will support your claim. **(Writing)**

Nevada Level 4 Descriptors

Extended Thinking

An investigation or application that requires time to research, think, and process multiple conditions of the problem or task; includes non-routine manipulations or connections across disciplines/content areas/multiple sources.

Level 4 Examples

- Analyze an author's craft (e.g., style, bias, literary techniques, point of view)
(Reading)
- Collect data on the population of your school over the last 10 years. Graph the information. What would you predict the school population will be in six years? What trends do you see in the population? Can you suggest any reasons for these trends? Would enrollment figures suggest a need to increase the size of your school facility in the next 10 years? Why or why not?
(Math)

Level 4 Examples (part II)

- Compose using two or more parts (harmony, voice, leading, cadence etc...) **(Music)**
- Design a three year crop rotation system for a farm of 360 acres, using as little chemical fertilizer as possible. Justify your system. Project the expected costs and revenues. **(Agricultural Science)**
- Independently research a “big” idea using a variety of sources. Develop the visual idea through a series of sketches. Select media and style and apply elements and principles to communicate a personal perspective through the creation of an original artwork. **(Art)**

Level 4 Examples (part III)

- Apply rights and responsibilities of individuals to events in US history and everyday life. **(Social Studies)**
- Writing a research paper or applying information from one text to another text to develop a persuasive argument **(Writing)**
- Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors and justify your decision based on the appropriate factors. **(Health/P.E.)**

The Power of the Verb

- Depth of Knowledge is **NOT** determined by the verb, but the context in which the verb is used and the depth of thinking required.
- Remember $DOK_1 + DOK_1 + DOK_1 = DOK_1$.
- DOK is about **complexity**, not difficulty.

Same verb—three DOK levels

- ❖ DOK 3- Describe a model that you might use to represent the relationships that exist within the rock cycle. (requires deep understanding of rock cycle and a determination of how best to represent it)
- ❖ DOK 2- Describe the difference between metamorphic and sedimentary rocks. (requires cognitive processing to determine the differences in the two rock types)
- ❖ DOK 1- Describe three characteristics of metamorphic rocks. (simple recall)

Remember...

DOK is a scale of cognitive demand.

DOK requires looking at the assessment item in order to determine the appropriate coded level.

The DOK level describes the kind of thinking involved in a task, not the likelihood that the task will be completed correctly.

The context of the assessment item must be considered to determine the DOK level - **not** just a look at what verb was chosen.

Closing Questions for YOU!!

- **School**

- Is there a good match among the curriculum objectives, instruction and what teachers are assessing?
 - DOK of curriculum objectives
 - DOK of instruction
 - DOK of summative assessment items.

- **Administrator**

- What is the DOK of the instruction/assessments in the building.
 - Expectations
 - Curriculum Alignment
 - Curriculum Implementation

Conclusion

About timeline for DOK:

- DOK is currently assessed in all content areas
- DOK impacts assessment at the state level

NDE Expectations:

- DOK will impact instruction at the classroom level

Thank You !!!

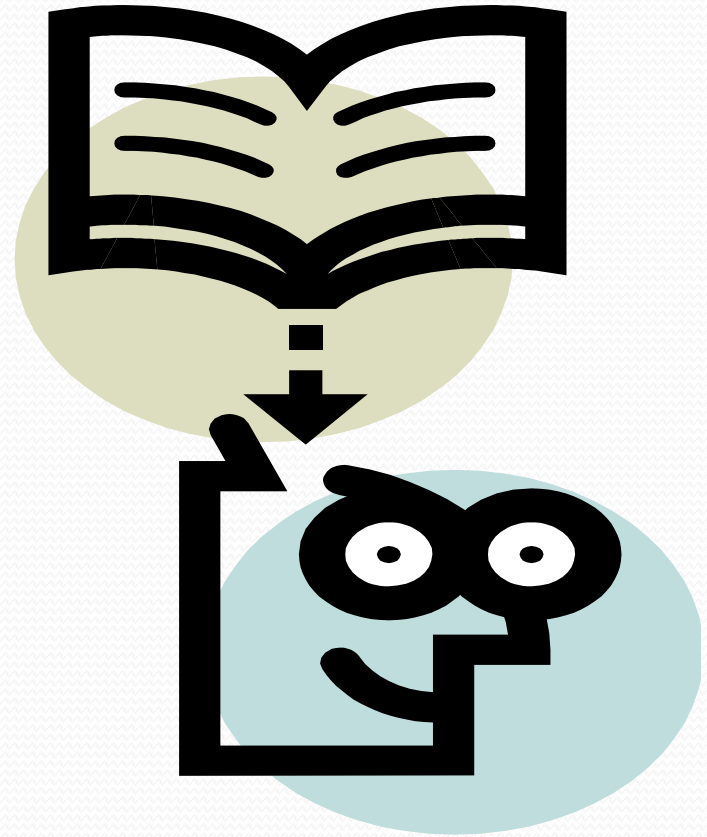
Cindy Sharp

K-12 CRT/HSPE Consultant

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District Agenda Items

- Beyond 4 Core: Curriculum Standards and Discussion (Sue Keema)
Will we ever be talking about other content areas beside the big 4? I know and want to go through those areas first but we need to make sure we balance other content areas into our conversations?
- Textbook/Standards Revision Calendar (Sue Keema)
The State puts out a calendar for textbook adoption. I know it talks about State Standards revisions but it is not always clear. What is the State calendar for other content areas to have standards revised? CTE, Fine Arts, etc?

Textbook Cycle Information

- Outcomes
- Districts / AB 14
- NDE Expectations
- Stresses

Nevada Growth Model of Achievement



Contact:
Anne Davidson
adavidson@doe.nv.gov

AB 14 (2009)

Section 1. Chapter 385 of NRS is hereby amended by adding thereto a new section to read as follows:

1. The Department shall adopt a model to **measure the achievement of pupils enrolled in grades 3 to 8**, inclusive, based upon the results of the examinations administered pursuant to NRS 389.550. The model must be designed so that **the progress of pupils enrolled in a public school may be tracked from year to year to determine whether the school has made progress in the achievement of pupils.**
2. The board of trustees of each school district and the governing body of each charter school shall apply the model in the format required by the Department. The information collected must be **used to determine whether individual schools have made progress in the achievement of pupils.**

Background

- Assembly Bill 14 provides for NDE to develop this new measure for statewide use.
- The Nevada Growth Model of Achievement (NGMA) must measure ***school progress*** in ***improving student achievement***.
- The NGMA should:
 - measure how schools are helping students grow toward achievement targets
 - promote meaningful and substantive discussion about school improvement across the state
 - promote information about whether students are growing in learning, just as they are growing in size and height.

Purpose

- NGMA data is intended to:
 - identify schools that consistently demonstrate high growth, even if they are low-performing schools under AYP
 - be used to plan for improved curriculum and instruction and assistance efforts
 - provide valuable information about student achievement that the AYP (status model) cannot
 - complement but not replace or contribute to existing AYP reports of student performance
 - complement other data sources about any given school
 - help identify schools with effective interventions and programs.
- Measuring school improvement growth is not a simple task.

What is growth?

- “Growth” can be defined in different ways.
- The NGMA *is*
 - a statewide model
 - based on existing standardized, large-scale assessment results.
- The NGMA answers *some*, critical questions.
 - Based on the Nevada student population’s performance for the last four years, how much did schools grow this year?
 - How much would a school’s students need to grow to reach a given target?
 - Is that growth enough growth?
- The NGMA *is not*
 - pre-existing, commercial model (e.g., Northwest Evaluation Association’s Measures of Academic Progress (MAPS))
 - a locally determined model
 - based on local assessment results.



- The approach can be likened a growth percentile you see at the doctor's office for your child's height or weight:

Schools can be ranked in percentiles, depending on how much they have grown from year to year.

- Results of the pilot NGMA can answer questions like, *What is our current school's growth percentile ranking?*

Development of the NGMA

- The 2009-2010 NGMA pilot results will
 - inform which model to select
 - use statewide assessment data from 2005-06 through 2008-09
 - evaluate data quality, analysis specifications, and impact of results
 - determine application of the NGMA.
- Being designed collaboratively with district and NDE representatives
- Supported by Damian Betebenner of National Center for the Improvement of Educational Assessment in Dover, New Hampshire.
 - has worked with both Colorado and Massachusetts
 - http://www.nciea.org/publications/growthandStandard_DBo9.pdf

Proposed Timeline

Due Date	Activity	Owner
11/2009	Evaluation of Nevada Growth Model of Achievement (NGMA) - produced for 2008-09 student sample	NDE/Working Group
12/2009	Progress Report to Test Directors	NDE
1/2010	Progress Report to Technical Advisory Committee (TAC), AYP Subcommittee, Test Directors	NDE
4/2010	Final Pilot Analysis preparation complete (adjustments, evaluation, reruns of analysis, reviews of process, QA plan)	NDE
7/2010	Final Recommended NGMA presented to AYP subcommittee, Legislative reps, LCB, etc.	NDE
1/2011	NGMA 2009-2010 Pilot School Reports completed	NDE/Contractor
8/2011	NGMA 2010-2011 School Reports completed	NDE

Your Vote, Your Responsibility

EAC Grant

- Nevada was 1 of only 7 states to receive a grant from the U.S. Election Assistance Commission
- This grant provides funding to develop the “Your Vote, Your Responsibility” Project
- The goal of the project is to implement a mock election program that will emphasize the importance of an individual’s right to vote and foster enthusiasm for future civic participation.

SB 317 – Financial Literacy

- The 2009 Nevada Legislature approved Senate Bill 317 (SB 317) requiring that Nevada's public and charter high schools provide instruction in financial literacy.
- The Nevada Department of Education created the Financial Literacy Task Force comprised of teachers and district personnel from around the state to develop a guidance document.
- The purpose of the document is to provide districts with the requirements of SB 317, an interpretation of the language of SB 317, the correlated state standards, and resources for teaching financial literacy.
- **It is the responsibility of the local school districts to determine where financial literacy will be included in the curriculum.**



ELA Information

- 8th Grade Writing Update
- Reading Update

Joanne Jones

Darrin Hardman

Science

- 2008-09 science test results
- Administration guidelines for the Alternative Science Assessment
- Electronic resources available in Science
- Science builder/Math builder
- PAEMST
- Nevada Math Science Partnership programs
- NeCoTIP
- EAG grant
- Southern Nevada Math Council & Southern Nevada Science Teachers Association conference
- Opts 2010
- National Youth Science Camp
- 2010 invitation letter to science Olympiad
- Science Fair

Establishing a Fully Aligned System of Standards and Assessments in Nevada

Cynthia Sharp, CRT/HSPE Consultant & Assistant Director
and

Carol J. Crothers, Director

Office of Assessments, Program Accountability and Curriculum

First, a Little Background

- 1977- NV Legislature established High School Proficiency Exam (HSPE)
- In the 1980's Nevada High School Proficiency Exam (HSPE) Writing, Reading, Mathematics
- 1994- Reauthorization of Elementary and Secondary Education Act (ESEA), requiring states to have standards-based assessments

Background (con't)

- 1997 -Council to Establish Academic Standards is established by the Legislature
- First graduating class impacted by" new HSPE" based on 1994 course of study
- Nevada Education Reform Act (NERA) passed by Legislature

Background (con't)

- 1998 -Standards developed and approved by Standards Council, adopted by State Board of Education
 - English Language Arts (ELA)
 - Reading
 - Writing
 - Mathematics
 - Science
 - Social Studies
- Implementation of Nevada Education Reform Act (NERA) passed by Legislature in 1997

Background (con't)

- 1999-2000 Development of new HSPE based on 1998 standards
- 2002 -Passage of the federal No Child Left Behind Act
 - Mandated use of Criterion-Referenced Tests (CRTs)
 - Required development of CRTs in:
 - Grades 3-8 and HS in Reading and Mathematics
 - One science test in each grade span of 3-5, 6-8, and High School

What Are Standards?

- Standards define what students should know and be able to do, assessments determine when these skills should be mastered.
- Districts ensure that students have the opportunity to experience the standards through instruction.
- HSPE and CRTs – measure a subset of the content defined by the standards

Recent Standards Activities

- 2005: Science Revision
- 2006: Mathematics Revision
- 2007: ELA Revision
- 2009: Social Studies Revision
- 2009: ELA Clarification*

*Required activity under Compliance Agreement with United States Department of Education

Standards Are Dynamic Documents and Require Periodic Revision

- Nevada's revision cycle was originally tied to the adoption of textbooks/instructional materials
- Adjust curriculum and instruction to reflect best practice and research
- Revision and assessment activities require time for implementation

Current Schedule for Revision of Academic Standards

(Based on 7-yr Cycle)

- 2011: Science
- 2012: Mathematics
- 2013: ELA
- 2014: Social Studies

Impact on Assessment Development (Using Proposed Science Schedule as an Example)

Completed By:

Revision of Standards - July 2011
Public Comment Period - Aug 2011
Adopted by Council and Board - Nov 2011
Develop assessment Design - Jan 2012
Item Writing - May 2012
Content Review of Items - June 2012
Item Reconciliation - July 2012
Bias Review of Items - Aug 2012
Develop Instructional Materials - Aug 2012
Field Items are assessed - Spr 2013
Live (Operational) assessment - Spr 2014
Standard Setting (Proficiency Levels) - May 2014

Standards and Assessment Development Schedule

- Assessment Activities Apply to Both the Alternate and General Ed Assessment in:
 - Reading & Mathematics, grades 3-8 and HS (14 assessments)
 - Science and Writing,* grades 5, 8, and HS (6 assessments)

*Assessment activities and timeline differ because of the nature of the General Ed writing assessment

Challenges to School Districts

- District textbook adoption policies do not necessarily align with standards revision process
- Develop materials to support revised standards to provide opportunity to learn
- Professional development and dissemination of changes to curriculum and instruction based on revision of standards
- Time to complete all activities associated with standard and assessment activities

Standard Setting Process

(Determination of Achievement Levels)

- “New” assessments are administered to students
- The United States Department of Education (USD OE) expects states to standard set when standards and assessments are changed.
- Nevada’s Technical Advisory Committee has suggested standards setting when the construct of the assessment changes

Standard Setting Process (cont)

- Using actual assessment items and student data, Nevada educators and stakeholders are assembled to make recommendations regarding the proficiency cuts for each grade level
- Student responses are collected and analyzed by assessment vendor

Standard Setting Process (cont)

- Recommended proficiency cuts are presented to State Board of Education
- State Board reviews impact data and recommendations to adopt cut scores for each proficiency level
- Adopted scores are then mapped onto a scale (i.e. 100 – 500) to be used in reporting student results

Standard Setting Process (cont)

- Standard setting Plan
- Spring 2010 – standard setting for Mathematics, Science, and the Alternate Assessments (Mathematics, Science and ELA)
- Spring 2011 – standard setting for Reading

Challenges for Nevada Department of Education

- Disseminate information about the standards and assessments
- Ensure that educators and stakeholders share an understanding of the intent, depth and breadth of the standards
- Establishing a fully aligned system (curriculum - standards - *assessments)
 - * compliance agreement/best practice

Challenges for Nevada Department of Education

- Limited content/assessment staff
 - Mathematics (2*)
 - K-12 standards and 14 assessments
 - Reading and Writing (3*)
 - K-12 standards and 15 assessments
 - Science (1)
 - K-12 standards and 4 assessments
 - CRT/HSPE consultant (1)
 - Over sees all content and assessments (3-8 & HSPE)

*staff size “increase” based on internal restructuring due to increasing demands

Anticipated Impacts of National Core Standards

- Alignment study to compare Nevada's standards to national standards
- Standards revision committees would meet to address differences
 - Add “missing” standards
 - Determine which “extra” standards should be kept

Anticipated Impacts of National Core Standards (Con't)

- Much of the standards and assessment activities described in previous slides would start over
- A decision would have to be made regarding revision of both math and ELA standards, or use a staggered approach as is currently followed
- A decision about Science revision would have to be made

Anticipated Impacts of National Core Standards (Con't)

- These decisions will affect assessment activities for both the general and alternate assessments
 - Increased cost to assessment contract
 - NDE and school district staff impact
 - Additional training and PD for schools and teachers

Beyond the Nevada Standards to Assessments and Accountability

Carol J. Crothers, Director
and
Cynthia Sharp, CRT/HSPE Consultant & Assistant
Director

Office of Assessments, Program Accountability and
Curriculum

Nevada Department of Education

Nevada State Board of Education Responsibilities in Standard Setting

- Nevada State Board of Education considers:
 - Recommendations from Standard Setting Committees
 - Student Impact Data
- Adopted cut scores could impact:
 - High school student's ability to pass the assessment
 - This may be mitigated through remediation prior to graduation
 - May affect a student's ability to earn a standard high school diploma
 - A school's AYP designation based upon the percentage of students who are deemed proficient

Possible Outcomes of Standard Setting Process When Considering Impact Data

- Student impact data resulting from the recommendations from the standard setting teams:
 - Could have little effect on student proficiency rate
 - Could result in a lower percentage of students who would be deemed “proficient”
 - Could result in a higher percentage of students who would be deemed “proficient”

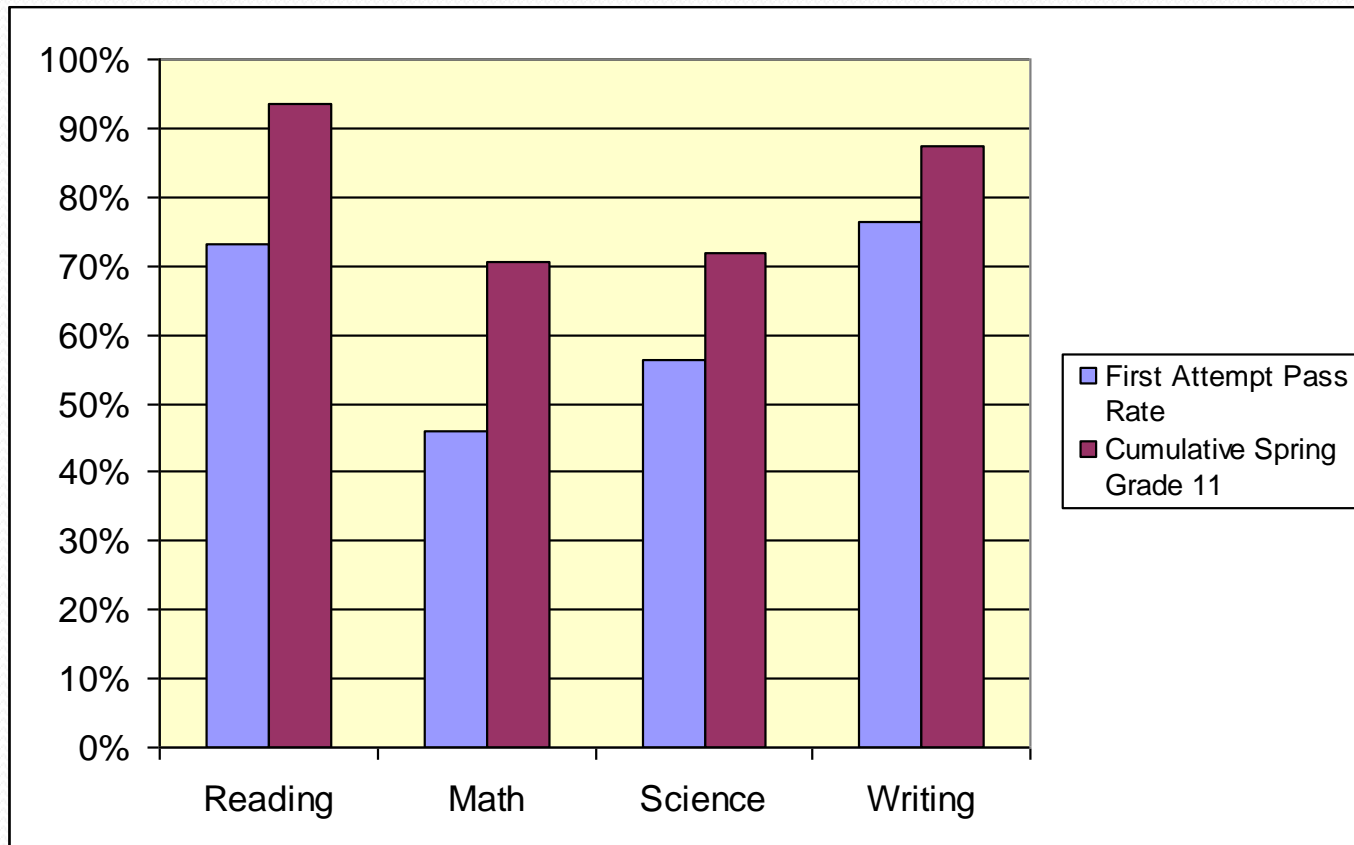
State Board Decisions Relative to Consideration of Impact Data

- In any analysis of student impact data, the Board may choose from one of the following options:
 - Adopt the recommendations from the standard setting teams with no revisions
 - Adopt higher “cut scores” than those recommended by the standard setting teams
 - Adopt lower “cut scores” than those recommended by the standard setting teams

State Board Decisions Relative to Consideration of Impact Data

- If the Board chooses to adopt a cut score that would result in a lower percentage of students achieving proficiency, the Board may choose to mitigate the impact on students and schools by:
 - Starting with a lower cut score for the current year and gradually increasing it over a set period of time
 - Starting with a lower cut score and setting a specific date by which the adopted cut score must be met

Spring 2009 HSPE Pass Rates



Percent of Schools Making AYP in Spring 2009

- Overall for State: 59.1%
- Elementary Schools: 64.1%
- Middle Schools: 49.0%
- High Schools: 61.0%

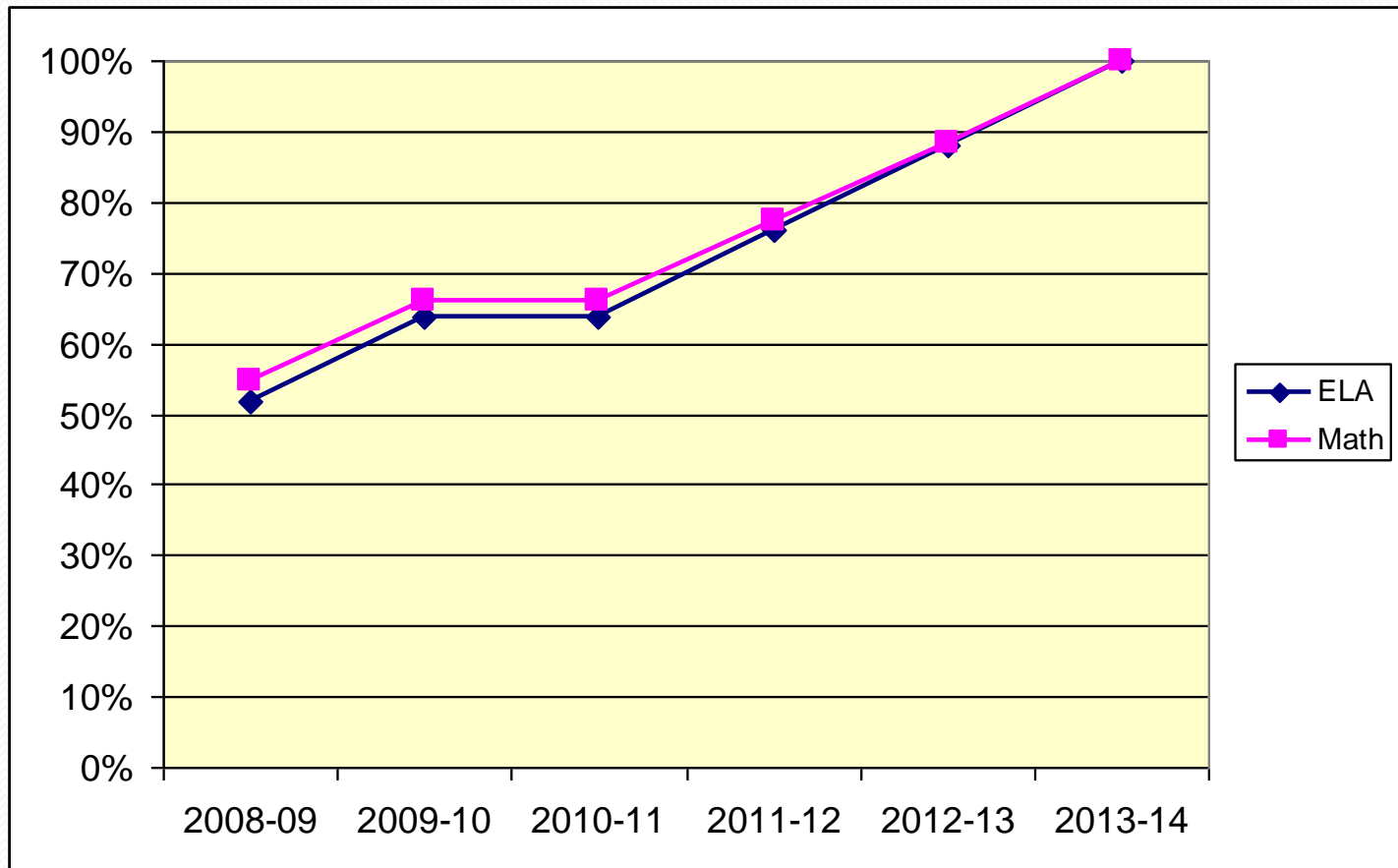
AYP Annual Measurable Objectives (AMOs)

- AMOs are the targets for percentages of students who must be proficient in each subject area in order for a school or subgroup to make AYP.
 - When a school fails to make the AMO in a subject area, other analyses can also be used in order to make AYP, such as:
 - Safe Harbor
 - Uniform Averaging

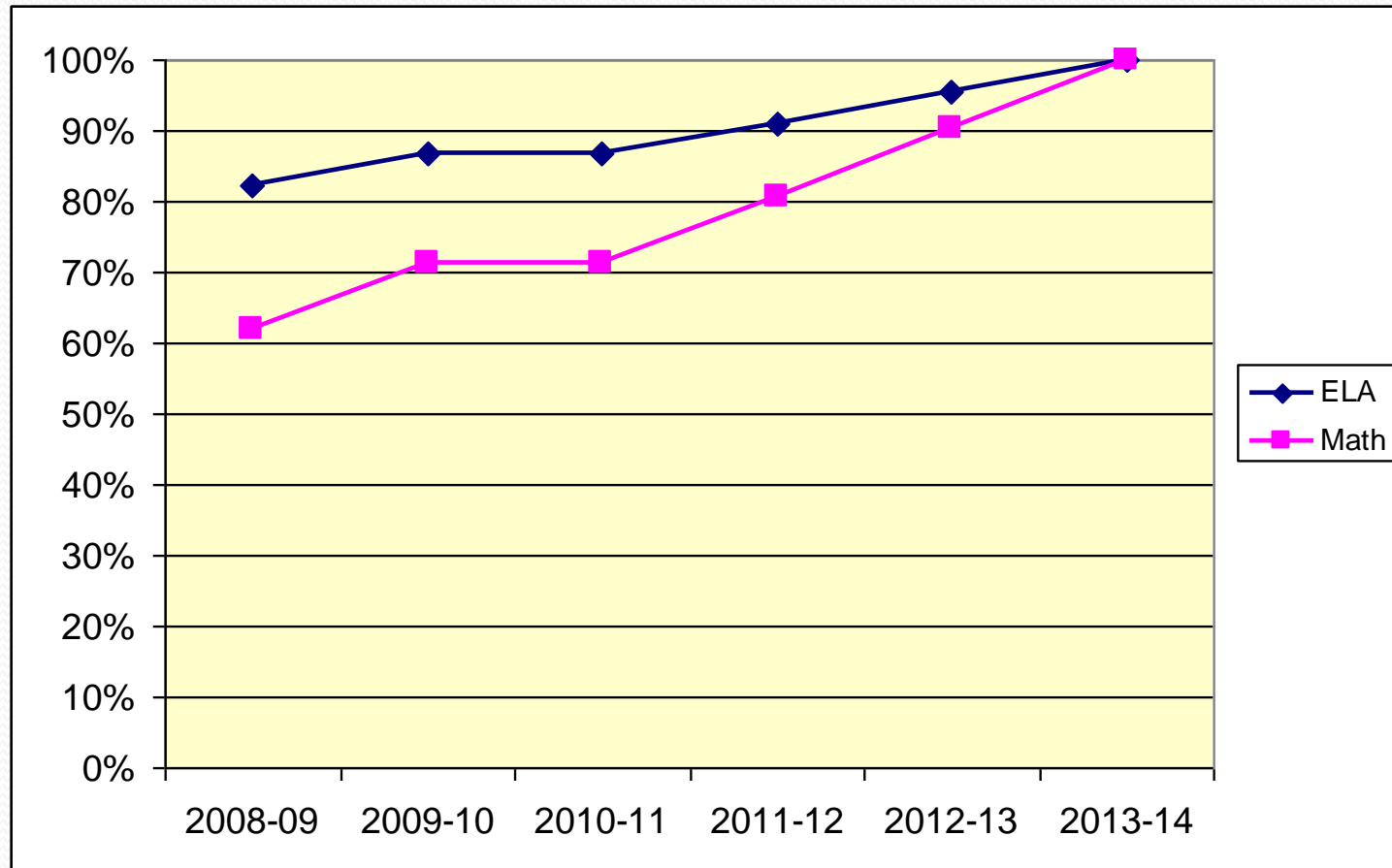
AMOs for Spring 2009 and Beyond

School year	Elementary and Middle School		High School	
	ELA	Math	ELA	Math
2008-09	51.7%	54.6%	82.3%	61.8%
2009-10	63.8%	65.9%	86.7%	71.3%
2010-11	63.8%	65.9%	86.7%	71.3%
2011-12	75.9%	77.2%	91.1%	80.8%
2012-13	88.0%	88.5%	95.5%	90.3%
2013-14	100%	100%	100%	100%

Elementary and Middle School AYP AMOs through Spring 2014



High School AMOs through Spring 2014



AB14 - Nevada Growth Model of Achievement (NGMA)

- NDE staff and a subcommittee of school district representatives have tentatively selected a growth model developed by Dr. Damian Betebenner of the Center for Assessment in Dover, NH
 - Requires ability to track individual students over multiple years
 - Utilized by the Colorado Department of Education

NGMA Timeline of Key Activities

- NDE and School District Subcommittee Members:
 - Met with Dr. Betebenner in Reno - [May 2009](#)
 - Developing data file and business rules for its use – [Monthly meetings and ongoing communication](#)
 - Progress report scheduled for District Superintendent's AYP Subcommittee – Scheduled for [January 2010](#)
 - Prepare Final Pilot Analysis – Scheduled for [April 2010](#)
 - Prepare Final Recommendation for LCE and other stakeholders – Scheduled for [July 2010](#)
 - Completion of Pilot School Reports – Scheduled for [January 2011](#)

Using Assessments to Evaluate Student Performance

- There are two primary types of state assessments by which student performance can be evaluated:
 - Norm-Referenced Test (NRT)
 - Student performance is compared against the performance of other students
 - Typically purchased from a nationally-recognized testing company
 - Criterion-Referenced Test (CRT)
 - Student performance is measured against a defined criteria or standard
 - Developed within a state or school district (often with the assistance of a testing company) and historically aligned to state or local standards

How Can We Know How We Compare Nationally?

- Nevada lawmakers have historically chosen to use a nationally normed assessment (NRT) to compare the academic performance of Nevada's public school students with students across the country
- As a result of a statewide funding shortage, legislation was passed in the spring of this year to temporarily suspend the administration of the Nevada's NRT program

How Can We Know How We Compare Nationally? (Con't)

- In accordance with NRS 389.012, CRT results will be compared against Nevada's performance on the National Assessment of Educational Progress (NAEP)
- 2009 NAEP mathematics results have recently been released
 - Nevada was one of five jurisdictions to show significant improvement from 2007 to 2009 in mathematics scores in both of grades 4 and 8
- Specific dates for the release of 2009 NAEP reading (spring 2010) and science (summer 2010) results have not yet been determined
- A 2009 NAEP/CRT mathematics analysis can be completed this winter or a full analysis and report can be completed after the release of the NAEP reading and science results

What's the Difference Between NRTs and NAEP?

● NRT

- Scores can be reported at the student, school, district, and state levels
- NRTs can be administered annually as determined by NRS
- Assessment items are aligned to basic standards that are frequently common to several states
- A norm group is selected from a nationally representative sample of students from across the country as practicable
- Assessment is administered by schools to all students enrolled in identified grade levels
- State enters into a contract with an assessment company for purchase of materials and services such as test booklets and answer documents, program management, scoring, and reporting

What's the Difference Between NRTs and NAEP? (Con't)

- NAEP

- Scores for core subjects can be reported only at the state level and for a selection of very large school districts across the country
- NAEP testing occurs approximately every two years in core subjects
- Assessment items are aligned to academic standards as adopted by the National Assessment Governing Board (NAGB)
- Portions of each assessment are administered by contracted field staff who administer the assessment to a sample of students within a sample of schools
- Federal government provides funding for a State NAEP Coordinator who serves as a program manager, notifying and assisting the selected schools in preparation for the test administration
- Test booklets and answer documents, scoring, and reporting are handled and paid for by the federal government